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ABSTRACT

This document presents standards for computer-based career information systems developed by the Association of Computer-Based Systems for Career Information (ACSCI). The adoption of ACSCI standards constitutes a voluntary means for organizations to declare that they subscribe to certain quality measures. These standards can be used to: (1) foster excellence through the development of criteria and guidelines for assessing effectiveness; (2) encourage improvement of effectiveness through self-study; (3) assure the users and the public that members have well-defined and appropriate objectives and criteria by which to be judged, and an organization to meet these standards; (4) provide assistance to developing systems; and (5) protect systems against factors harmful to effectiveness. A total of 51 standards are listed and briefly discussed in the six categories of organization, information development, marketing and user services, delivery systems, evaluation, and system finance. Each standard is numbered. A yes/no membership checklist of questions for organizations seeking eligibility in ACSCI is given and purposes and membership benefits of the association are listed. (ABL)

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# HANDBOOK OF STANDARDS FOR COMPUTER-BASED CAREER INFORMATION SYSTEMS

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Association of Computer-based Systems for Career Information

A CONSORTIUM FOR STATE EDUCATIONAL AGENCIES

FOREWORD

This Handbook of Standards has been revised by the 1981 Committee on Standards of ACSCI; Marilyn Maze, Chair, Peter Baumgardner, Carol Ishimaru, Helena Kennedy and Jim Stubblefield as a guide for computer-based systems of career information engaged in system development and evaluation. It provides information on Standards for Career Information Systems for governmental or private organizations which may support these systems and for the public.

It is hoped that this Handbook will prove useful to all who are concerned with delivering high quality career information to citizens who need it. Comments regarding the materials and suggestions for improvements are, of course, welcome.

1982 ACSCI Committee On Standards

Carole Ishimaru (Hawaii)
Diane Kjos (Illinois)

Information contained herein concerning programs, procedures requirements and standards is subject to change without notice. Please contact ACSCI to insure that you have the most current edition of this handbook.

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## INTRODUCTION

The development of Standards is a reflection of the need to define the meaning of "quality" in a particular educational endeavor. Because computer-based career information systems were created to improve the quality of career information services, it is appropriate that standards be set and maintained. The publishing of standards for these systems not only helps new systems determine what should be included in their system, but helps promote a minimum level of quality in all systems.

The adoption of the ACSCI Standards is a voluntary means for systems to publicly declare that they do in fact subscribe to these measures of quality. The Standards also provide a basis for the development of self-assessment which encourages improvement of the system, thus, these standards serve the public interest.

The Association of Computer-Based Systems for Career Information promotes the use of these Standard for the purpose of:

- fostering excellence through the development of criteria and guidelines for assessing effectiveness:
- encouraging improvement of effectiveness through continuous self-study and evaluation;
- assuring constitutencies and the general public that member systems have clearly defined and appropriate objectives, have established conditions under which their achievement can be judged, and are so organized, staffed and supported that they can be expected to continue to meet these standards.

- o providing counsel and assistance to established and developing systems;
- o protecting systems against encroachments which might jeopardize their educational effectiveness.

The standards in this manual provide a set of principles which the members believe are essential for organizing and operating a computer-based career information system. Developing systems are encouraged to use these standards as guidelines for their development. Fully functioning systems are encouraged to periodically reassess their success in complying with these standards.

STANDARDS FOR COMPUTER-BASED CAREER INFORMATION SYSTEMS

## 1. Organization

Standard 1.1. An organization should include key institutions representing both producers and users of career information.

A. List the oganizations participating in policy-making for your system.

B. How were these organizations selected?

C. Are there current or projected users of your system which are not represented by these organizations? If not, why not?

Standard 1.2. A written charter, constitution, or by-laws should govern the policies of the system.

A. Is a governing document available and up-to-date?

B. What formal and informal agreements are specified with the participating or supporting organizations?

C. What policies and procedures are adopted to carry out the charter, constitution or by-laws?

D. Do the charter, constitution or by-laws set the principal purpose of the organization as the development and computer-based delivery of career information?

Standard 1.3. Management of the system should be within the system's defined service area.

A. What is the system's service area?

B. Is the central office for the system located in the service area?

C. Are other offices organized to bring user services support to significant user populations?

Standard 1.4. The system should have a director or chief executive officer to coordinate and manage operations, to provide leadership to the organization and to serve as a liaison to advisory bodies.

A. Who is the director?

B. What requirements were used to select the director? Attach job description.

C. What are the incumbent's qualifications for the job? Attach resume.

D. Is the incumbent knowledgeable about system policies and operations? If not, why not?

Standard 1.5. Professional staff members should be available to develop information, manage the delivery system and assist user agencies in disseminating information to end-user clients.

A. List the staff (by full-time equivalencies). What are their assigned tasks? Attach job descriptions.

B. Are key staff trained in appropriate disciplines and have they had training and experience which qualify them for their position? Attach resumes.

Standard 1.6. Management should provide in-service training for existing and new staff.

A. What training needs have been identified?

B. What programs have been planned or initiated to satisfy these needs?

C. What qualifies the trainers for the task?

## 2. Information Development

Career information generally includes both occupational and education information. Whether a system develops occupational or education information, or both, it should operate a thorough information development program. A system delivering occupational information should meet Standards 2.1-2.7. A system delivering education information should meet Standards 2.7-2.13.

Standard 2.1. The number and types of occupations should cover 90% of total employment in the system's service area.

A. What method was used for selecting occupations? Did the method employed use data on total employment, comments from users and counselors, and projected demand occupations based upon national, state and local surveys?

Standard 2.2. In developing topics of occupational information, any topic selected should have an empirical base.

Standard 2.3. A system should develop information which adequately describes the occupation. Occupational topics may include but not be limited to the following:

A. Standard Occupational Classification and/or Dictionary of Occupational Titles

1. Is the SOC and/or DOT Code based on the latest edition of the classification structure used?

2. Does the assigned SOC and/or DOT Code reflect the contents of the occupational description?

B. Duties topic

1. Does the duties topic describe the purpose of the occupation, the responsibilities held by employees, and tasks performed?

2. Are the primary duties of the occupation identified?

C. Abilities topic (These are natural abilities or capacities for learning rather than learned skills.)

1. Are the primary abilities needed to perform the occupation identified?

2. Are the abilities described so that they are easily identified? e.g. working with hands versus manual dexterity.

D. Working conditions topic

1. When appropriate, does the topic describe the work setting, hours, physical demands, physical surroundings, hazards, pressures and travel requirements?

E. Equipment topic

1. When appropriate, does the topic describe the tools and equipment used in the occupation?

2. If complex tools are used, is the function of the tools described?

F. Earnings

1. Does the earnings topic reflect the current beginning wage?

2. Are union and non-union wages identified?

3. Does the earnings topic reflect wages for experienced workers?

4. Are salaries reported on an appropriate basis, i.e., hourly, weekly, monthly, or yearly.

5. Are wages reported to take into account regional differences of the state or nation?

G. Employment outlook topic

1. Does the topic outline the projected employment for the occupation?

2. Does the topic identify factors which may influence the projected supply and demand?

H. Training and education topic

1. Are high school courses listed which might be useful and/or required for a person entering this occupation? If relevant, are postsecondary courses identified?

2. Are all applicable on-the-job, apprenticeship and postsecondary programs identified?

3. If relevant, are licensing requirements identified?

4. If appropriate, is previous work experience identified as a method of preparation?

I. Methods of entry topic

1. Does the topic describe all common methods of entrance?

2. If the occupation is not entry level, what qualifies a person to enter the occupation?

Standard 2.4. Format, style and language levels of the occupational description should be presented so that they are easily understood by a diverse population.

1. What is the reading level used? Why?

2. What method is used for determining the reading level of the occupational description?

3. Are the statements impartial? Are evaluative terms avoided? Is orientation or bias toward one kind of work, career preparation, education or user avoided?

4. Does the description avoid racial, sexual and other status references or stereotypes in both titles and contents?

5. Are output descriptions appropriate to the terminal printout capability and the attention span of the user?

Standard 2.5. A system should use data that are current and valid.

1. Is the staff aware of the federal, state and local agencies which produce occupational data? Have they obtained copies of this data?

2. Can the staff identify the strengths and limitations of the resources used?

3. How is the library of printed resources updated? Are adequate monies budgeted for this task?

4. Do staff adequately document the resources used for developing occupational topics?

Standard 2.6. All occupational information should be validated and updated at least yearly.

1. What procedures are outlined for staff to update information? How frequently is the information updated?

2. Does the staff use a validation process for updating the occupational information?

   a. How many validators review each occupation?

   b. Are the validators employed in the occupation which they are reviewing? When appropriate, are the validators representative of education, labor and industry?

   c. How often are the descriptions reviewed?

d. What methods are used for recording validators' comments regarding this information?

e. Are validators' names, addresses and comments easily accessible to the staff?

f. Are adequate guidelines provided to the validators to assist them in reviewing the occupation?

g. How often are validators added or deleted from the validation process?

3. Are means provided for users and interested parties to provide feedback to the staff?

Standard 2.7. If an accessing strategy is used, an empirical relationship should exist between characteristics of the user and those of the occupations or education programs in the system.

1. What accessing strategy does the system use?

2. By what method is the relationship between information and user established?

3. Is this relationship based upon standardized research methods?

4. Does staff fully understand the process of assigning/coding these traits? How were the needed skills developed?

5. Does the text of the occupational information support the coding of these traits? In what ways?

6. Do the questions developed in the access strategy conform to current career development theory and practice? How?

Standard 2.8. The number and types of post-secondary educational programs should cover all significant instructional programs in the state or region served.

1. What method was used for selecting instructional programs?

2. Do the program files cover all significant instructional programs and institutions in the state or region served?

Standard 2.9. A system should develop information that adequately describes the basic characteristics of the program. Education topics may include but not be limited to the following: program objectives, specialties, degrees conferred, sample courses, and a comprehensive list of schools offering the program. Whenever possible, an occupational objective should be given for programs, but explicit occupational objectives should not be listed when there are none.

1. What method was used to collect information about schools offering specific programs?

2. Were the lists of schools offering programs validated. How?

3. Are all schools in the system represented in the program files?

4. Are data on occupational objectives supported in the program files?

Standard 2.10. The number and types of post-secondary educational institutions should include only schools that are accredited or licensed by recognized organizations.

1. What schools are included?

2. What organization accredits or licenses them?

3. Can information about school openings and closings be obtained during the year?

Standard 2.11. School information topics should include, but not be limited to, general information, admission, housing costs, financial aid, and student services. Other detailed information should be provided as available and applicable.

1. What information items are included about schools in the system?

Standard 2.12. School information should be consistent to enhance comparability of information items among schools.

1. Do information items cover similar subjects to enable the user to compare information for several schools?

Standard 2.13. Systems may have additional files appropriate to their needs which enhance system capability.

1. What are these files?

2. What is the purpose of each file?

3. Are these files developed and maintained in accordance with standards previously described (i.e., updated annually, accurate, comprehensive, etc.)?

## 3. Marketing and User Services

Standard 3.1. A marketing plan should be followed.

1. How is the population to be served identified?
2. How are key people/agencies identified?
3. How are procedures for marketing spelled out?
4. How are rate structures identified?
5. How are computer access capabilities and services identified?

Standard 3.2. Promotion of additional user sites should be on-going function.

1. Are promotional materials available?
2. Are contacts systematically made?
3. Are referrals followed-up in a reasonable period of time?
4. Are demonstrations conducted as needed?
5. Is special assistance provided with terminal hook up?
6. Are follow-up demonstrations and explanations provided?
7. Is demonstration time provided?
8. Has research been done to identify different types of potential users?
9. Are records kept on referrals and demonstrations?

Standard 3.3. Public information should be available in concise, accurate and effective form.

1. Are materials for general distribution describing the system available? Attach samples.
2. Are public information releases/newsletters, etc. circulated and in evidence?
3. Are public relations activities carried on?

Standard 3.4. User materials should be well designed, easy to use, appealing to users and readily available.

1. Are materials accurate?
2. Are materials easily used and understood by users?
3. Are materials readily available in appropriate quantity?
4. Is the reading level appropriate to the audience?
5. Are materials designed to promote interest and use?

Standard 3.5. Training for use of the system should be provided.

1. Is a training plan in evidence?
2. Are all new users promptly and properly trained?
3. Is in-service held annually for all users?
4. Are user problems promptly handled?
5. Are new items or changes in the system or information appropriately communicated to users?
6. Does evidence exist that system use problems are corrected promptly?

Standard 3.6. A system of communication between marketing staff and users should be in effect.

1. Is a newsletter or other communications device effectively employed?
2. Are provisions made for user feedback over and above annual evaluation?
3. Are records kept of user feedback and problems?

Standard 3.7. The system should be available to all clients/students during their regular day.

1. Do all clients/students have access to the system during their regular attendance hours?

Standard 3.8. The delivery system should be available as part of the counseling and instructional processes and also for independent client use.

1. What evidence is there that the delivery system is integrated with counseling and instructional programs of the user agencies?

2. How is independent client use fostered?

3. Is all information available to all users in a reasonable period of time?

Standard 3.9. Costs for the delivery system should be at a level per user which will make it feasible for user agencies or local or state governments to financially support them.

1. Describe the cost schedule. What is the estimated per user cost?

2. How is the pricing schedule developed?

3. Are user agencies consulted in determining new fee schedules?

Standard 3.10. A coordinator should be identified at each user site.

1. Is there a list of coordinator names and addresses?

2. Are tasks and responsibilities identified for the coordinators?

3. Is there a plan for coordinator training?

## 4. Delivery Systems

Delivery of career information to users includes two broad functions, accessing and dissemination. Accessing is the strategy or approach used by the individual to search out and explore information. Dissemination is concerned with provision and availability of information to a wide variety of users. The following operating standards for accessing and dissemination apply.

Standard 4.1. The system should employ at least two media of delivery.

1. What are the delivery system media?

Standard 4.2. The delivery system should be demonstrably effective with persons of varying ability and experience.

1. What is the range of ability levels and background of current users?

2. Have there been reports of ineffectiveness with any of the user groups? If so, what action was taken?

Standard 4.3. The delivery system should present information in an attractive and interesting manner so as to motivate users to continue use of the system and to further explore occupational areas.

1. What evidence is there of the presence of this motivational factor in the delivery system?

Standard 4.4 The delivery system components should be user-operable so that independent usage may be fostered.

1. What feedback has been provided by user agencies concerning ease of usage by the individual user?

Standard 4.5. The system should provide user agencies with printed instructions on how to use the various components. These instructions should be distributed to users and should include directions for operating hardware components and descriptions of the information files available. The instructions should be written at a reading level appropriate to a wide variety of intended users.

1. Are booklets or operating instructions readily available to systems users?

2. Describe the number and types of booklets or operating instructions distributed by the system.

3. Have feedback reports from user agencies indicated any problems with the user materials? If so, what action was taken?

Standard 4.6. Materials to which users are referred by the system should be available in an easily accessed information center.

1. What method is used by the system staff to determine if this standard is being observed at the user site?

2. If this standard is not being observed, what action is taken by the system? If such action has been taken, what were the results?

Standard 4.7. The statements made in one medium should be consistent and compatible with those made in other files or media; a reference system should exist from one delivery vehicle to another.

1. What is the process and staff responsibility for insuring that consistent information is given in all the files and delivery media?

2. What method is used for referring users from one delivery vehicle to another?

Standard 4.8. Any delivery system hardware components required should be standard equipment that is reliable, widely available, and applicable to a variety of users. Computers in use should be subject to minimum "down-time" and software should be "bug-free" so as not to inconvenience users.

1. What problems have users reported concerning hardware reliability? How have such problems been handled?

2. Describe the process used by the system in choosing or recommending hardware components to user agencies.

3. How often is computer software checked for reliability or updated?

4. Is there a system staff member responsible for delivery system hardware and software supervision?

5. Is there a back-up system available in case the primary computer is not in operation?

Standard 4.9. The delivery system should provide a copy or a summary of its basic information to the user for future reference.

1. Is such a printed copy of information available to users regardless of the of delivery system or hardware component used? If not, why not?

2. Are users allowed to obtain any amount of material from the system? If not, please explain.

Standard 4.10. The delivery system should be able to house all information related to the topics listed for information development, including localized information.

1. What space problems exist at the present time, if any?

Standard 4.11. The system should have updating capability so that new information can be entered into the system and made available to users within at least six months of the time it becomes available. Some exceptions exist, primarily, data items that are published and are accurate on a yearly basis.

1. Describe the update and distribution process.

2. Which files are updated on an annual cycle?

Standard 4.12. A user should be able to obtain the information desired which is available through that medium of delivery before leaving the system or within a reasonably short period of time after leaving.

1. What help is provided to users who are having difficulty in locating information in the system?

2. Have users reported an excessive time lag in receiving information?

Standard 4.13. The accessing strategies or approaches used to obtain information should be available both in a direct access and a structured search mode depending on the preferences of the user.

1. Are both types of accessing strategies available to system users? If not, why not?

Standard 4.14. If an accessing strategy provides for the use of a client's records (e.g. test scores, class rank, interest inventories, etc.), the client should be aware of any data which are input into the system. Furthermore, the use of client records should not prohibit a client from continuing exploration in any chosen occupational area. Client records, records of individual system use, or any other personal data obtained or used by the system for whatever purpose should be adequately safeguarded so that security and confidentiality will be maintained.

1. Does the delivery system require or allow the use of the client's personal records?

2. Are personal records used to limit system use in any way?

3. What safeguards exist to protect confidentiality of records, if personal records are used?

4. If personal records are used, how are clients made aware of this fact?

Standard 4.15. The delivery system should be accessible to adequately serve the user.

1. Is the information delivered by the system available at times and places convenient for the user? Is printed material easily accessible to the user?

2. Does the system have standards describing the amount of equipment and materials per site?

3. Have system staff visits to user agencies shown that this standard is being observed?

Standard 4.16. Costs for the delivery system components should be a per user level which makes it feasible for user agencies or local or state governments to financially support use.

1. Describe the system component costs including estimated per user costs.

Standard 4.17. The system should have a staff member responsible for supervising the delivery system. The staff member should be available to user agencies for consultation concerning the delivery system.

1. If there is a staff member assigned to supervision of the delivery system, what is the title and percentage of time allocated to such duties?

## 5. Evaluation

Standard 5.1. An annual evaluation should be in evidence.

1. Is a plan for evaluation in evidence?
2. Are both users and staff involved?
3. Are third-party persons involved in the evaluation?

Standard 5.2. A plan for utilizing evaluation results should be in evidence.

1. What use is made of evaluation data?
2. What benefits have been derived from evaluation information?

Standard 5.3. A system research and development effort should be in place, with adequate resources allocated, to ensure that the delivery system keeps up with technological improvements in the field.

1. Is such an effort currently being made?
2. How does the system make adequate research and development resources available for design, pilot-testing and evaluation as well as implementation of improvements?

## 6. System Finance

Standard 6.1. Financial planning should be in evidence.

1. What are the sources of operating funds?
2. Who is the system fiscal agent?
3. What is the process for developing the budget?
4. Is an audit conducted? If completed, what were the results?
5. How is management informed about the financial status of the system?

Standard 6.2. The expense budget should be adequate to provide services expected by the users.

1. What evidence exists that funds available are adequate to operate the system? If funds are not currently adequate, what plans are underway to correct the situation?
2. Who are the largest financial supporters of the system? What percent of the budget does each provide? Which supporter groups are users? How reliable is each of these sources of funding?

ACSCI Full Membership Checklist*

Systems which respond with a "yes" to at least 20 of these questions are "fully functional" and eligible for full membership in ACSCI.

I. Organization

| yes | no | |
|---|---|---|
| _____ | _____ | 1. Are there professional staff responsible for managing the organization, developing information, managing the delivery system, and assisting user agencies in disseminating information to end-user clients? |
| _____ | _____ | 2. Are key staff trained in appropriate disciplines and have they had training and experience which qualify them for their positions? |

II. Information Development

| | | |
|---|---|---|
| _____ | _____ | 1. Is at least 90% of total employment in the system's service area covered by the occupations in the system and is there a well defined method of selecting these occupations? |
| _____ | _____ | 2. Is there a well documented, reliable process for gathering data on the topics included in the system? |
| _____ | _____ | 3. Can the information be easily understood by a diverse population and does it avoid evaluative or sterotypical references? |
| _____ | _____ | 4. Is the data carefully researched using federal, state, and local data and validated by people employed in each occupation? |
| _____ | _____ | 5. Is the changeable information reviewed at least once a year using current data? |
| _____ | _____ | 6. If an accessing strategy is used, is there a carefully researched empirical relationship between characteristics of the user and those of the occupations or educational programs in the system? |
| _____ | _____ | 7. Does the educational information cover all significant instructional programs and institutions in the region served? |

III. Marketing and User Services

| | | |
|---|---|---|
| _____ | _____ | 1. Do you have a marketing plan which defines priorities, procedures, and realistic goals for promoting additional user sites? |
| _____ | _____ | 2. Do you have an orderly process for contacting potential users, following up on contacts and keeping records of contacts? |
| _____ | _____ | 3. Are promotional materials describing the system concise, accurate, effective, and easily available? |
| _____ | _____ | 4. Are user materials accurate, easily understood, interesting, and available in appropriate quantities? |

| yes | no | |
|---|---|---|
| ____ | ____ | 5. Do you have a training program which assures that all new users are promptly and properly trained, and a service program which assures that users problems are promptly handled? |
| ____ | ____ | 6. Is there a two-way communication system between staff and users? |
| ____ | ____ | 7. Does the staff have an effective program for promoting the integration of your system into the counseling and instructional programs of the user agencies? |

IV. Delivery Systems

| | | |
|---|---|---|
| ____ | ____ | 1. Does the delivery system present information in an attractive and interesting manner so as to motivate users to continue use of the system and to further explore occupational areas? |
| ____ | ____ | 2. Can users of varying ability operate the system easily with minimal assistance? |
| ____ | ____ | 3. Are the statements made in one file or medium consistent and compatible with those made in other files or media? Does a reference system exist from one component to another? |
| ____ | ____ | 4. Is a back-up system or second medium available to users in case the computer delivery system is not in operation? |
| ____ | ____ | 5. Does the system have standards defined to assure adequate accessability by clients at each user site? |
| ____ | ____ | 6. Is updated information provided to user sites on a regular, dependable schedule within one year of the time the information becomes available? |

V. Evaluation

| | | |
|---|---|---|
| ____ | ____ | 1. Is there a plan for annual system assessment involving users, staff and key decision makers? |
| ____ | ____ | 2. Is there a plan for utilizing evaluation results? |
| ____ | ____ | 3. Are adequate resources alloted for system research and development to ensure that the delivery system keeps up with technological improvements in the field? |

VI. System Finance

| | | |
|---|---|---|
| ____ | ____ | 1. Are the sources of operating funds stable? |
| ____ | ____ | 2. Is there a well defined process for developing the budget and continously informing management about the financial status of the system? |
| ____ | ____ | 3. Are adequate funds available to provide the services expected by the users? |

## ACSCI PURPOSES

ACSCI is comprised of operational computer-based career information systems, developing systems, auxiliary development and vendor agencies and individually interested persons. Membership in the organization implies a desire on the part of the member to not only strive to achieve the standards developed by the association, but also promote these standards to increase the effectiveness of career information systems.

The Association of Computer-Based Systems for Career Information (ACSCI) is a non-profit corporation whose purposes are:

A. To participate in a united effort to identify, develop, enhance, and use various private and public sources of occupational and educational information and to encourage the commitment of resources of this effort;

B. To share common experiences, exchange ideas, develop common products, and maximize the use of available resources in operating computer-based services;

C. To provide a basis for adopting computer-based standards, cooperating in the solution of technical problems and developing the systems;

D. To establish and support a Career Information System Clearinghouse;

E. To cooperate with other persons and organizations of any kind involved in delivering career information, to establish national standards, and to provide for education and public information;

F. To support the establishment of career information services and the commitment of resources to this effort;

G. To establish technical assistance and training programs for both members and prospective members.

## ACSCI Membership Benefits

* Consulting Services: Full members are entitled to two days of consulting at no cost from any other member; associate members are entitled to one day. Topics include marketing, information development, computer operations, administration, and others.

* Technical Meetings: Registration fees are waived for full members and reduced 50% for associate and supporting members to attend ACSCI sponsored conferences.

* Training Institutes: Full members may attend two days of in-services at another member's system at no cost; associate members may attend one day.

* Newsletters: Members receive the "ACSCI *Newsletter*" published four or more times a year.

* Publications: Members receive newsletters from other member systems; other printed materials are available to full and associate members at no or little cost.

* Identification With Quality Systems: Members identify with career information systems having rigorous standards developed and maintained by ACSCI.

* Research And Development: Members may share in research and development efforts.

* Dissemination of Collective Knowledge: Members may participate in contracts for ACSCI services implemented with other agencies.

* Comradeship: The Association encourages the exchange of ideas among professionals.

* Advocacy: The Association presents a united front on issues of common concerns in the governmental, educational, industrial, and public sectors.

* Motivation For Staff: The Association provides the mechanism for professional development and leadership.

* Committee Involvement: Members may participate in ACSCI committees: Membership, Public Information, Research, Standards, Technical Assistance and Training, and Liaison.

* Clearinghouse: Member publications are marketed, stored, and disseminated.